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MEETINGS SOUTHERN SECTION

BOOK BREAKFASTS

Chairman:	Mrs. Frances Greene
Place:	Boos Brothers Cafeteria
Time:	9:30 a.m.
Dates:	March 6, 1954 April 3, 1954
Program:	Book reviews, talks by guest authors, reports by globe-trotting librarians.

SPRING MEETING

Place:	Carlsbad Inn, Carlsbad California
Date:	May 1, 1954
Time:	10:30 a.m. Business meeting 11:00 a.m. Program
Speaker:	Dorothy Smith, Long Beach City College
Topic:	My Friends the Japanese
Luncheon:	12:30 p.m.
Program:	Informal panel discussion on Japan Today
Participants:	Fujiko Nakao, Senior at San Diego State College Mrs. Foulene Elliott, North Hollywood Junior High School

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Date:	May 15, 1954
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BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

March, 1954

Volume 25, No. 3

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PHASES OF BOOK SELECTION

KATHLEEN FLETCHER

A school library can be a vital force in the modern school. At no other time in the history of education has the classroom teacher turned so freely to so many different kinds of teaching materials. The school library of today is essentially concerned with the selection, organization, and use of those materials which enrich the curriculum of the school. The services thus rendered by the school library can be far-reaching and of indefinite value.

Concerning the collection of the materials which will best serve the purposes of the school, there are three important phases to be considered in the selection of these materials. These are, namely, the student, the school curriculum, the books and materials. It is most important for librarians to have a wide reading background and personal acquaintance with books. A background of wide, yet dis-

criminating reading and a knowledge of boys and girls, combined with an understanding of the school's curriculum and purpose is essential to the selection of these materials.

A genuine interest and appreciation of children and young people as individuals cannot be over emphasized in the consideration of book selection, or any other aspect of the school library field. However capable the person who works with children and young people may be, an enjoyment and appreciation of the child or young person is basic. It is important to provide for the student those books which are most appropriate and most meaningful to him in his growth and development as an individual. The significance of providing a child with truly good books lies in the fact that he is developing his own standards of taste and appreciation. A knowledge of the physical and mental processes of human growth and development is also essential; for the various areas of interests which a child develops at certain ages and stages in his growth hold important implications for school librarians, who have the great and important responsibility of providing the tools of learning. An understanding of children and young people implies also an acquaintanceship with the community and the child's entire social environment. His social capital, or "the knowledge, attitudes, and skills acquired from the home, play groups, church, work experiences and community resources,"¹ another facet too often overlooked by librarians, holds implications which can be incorporated into any philosophy of book selection.

Miss Fletcher is the co-ordinator of school libraries at High Point, North Carolina. She has been visiting lecturer in the Division of Librarianship at Emory University, Georgia, for the summer quarters of 1949, 1950, 1951, 1952, and 1953, teaching the courses in School Library Administration and Books and Materials for Children and Young People. Other library positions held include librarian of the Junior Library Froebel School, Gary, Indiana; librarian of the Demonstration School of Florida State School for Women (now Florida State University); Air Force librarian, MacDill Army Airbase, Tampa, Florida. She was awarded a B.A. degree from Louisiana Polytechnic Institute, Ruston, Louisiana; a B.S. degree in Library Science, Louisiana State University; and a M.S. degree from the University of Illinois.

¹W. C. Reavis and others, *Administering the Elementary School* (New York: Prentice-Hall, Inc., 1953), p. 26.

The perceptive school librarian is aware of the curriculum of the school. The school's statement of its philosophy has meaning for the library program. The educational concepts set forth in a school's philosophy must be reflected through the school library and its collection of books and materials as well as through the classroom. A knowledge of the school's curriculum is broadly interpreted to include not only the course of study but also an understanding of all the experiences provided by a school for its students, including an awareness of the various teaching techniques employed. The librarian must be familiar with the testing program of the school; the types of tests; and the nature of the program, the scope, purpose, interpretation, and use of the findings. In the final analysis, the basic aims of the school library are the basic aims of the school. From the vast quantity of printed material offered yearly, the school librarian must identify those publications which will have meaning and value for his particular situation. Only through an understanding of the fundamental objectives of the school can the librarian work intelligently and harmoniously with the other members of the faculty toward the achievement of these goals.

It often seems that one of the most neglected aspects of book selection is an actual working knowledge of books. This knowledge is gained only by constant reading. A librarian is obligated to his profession to read—to become acquainted with many kinds of books. Formal courses and surveys of the literature of various fields serve only as introductions. A librarian must find time to read widely in all fields. The school librarian must find time to become acquainted with the adult field as well as the field of children's and young people's books. Familiarity with the classics can be a most valuable help not only in the selection of books but also in actual work with children and

young people. It is also important to read the current books, and it can be truly said that some of the finest of our present day writing is being done for the child audience.

Essential to even the most elementary knowledge of the basic principles of book selection is an awareness and appreciation of illustrations and illustrators. Books for young people and adults are becoming daily more attractive, and the modern picture book for children is indeed a work of art and is rightfully part of the child's heritage of beauty and imagination.

Book selection is a continuous process. For the school librarian as for librarians in other fields, it goes on at all times. No school librarian finds it possible to read and keep abreast of all the current books. The usefulness of standard book lists to the busy school librarian is difficult to estimate. Prepared by specialists in the various subject fields, these authoritative lists may be used to advantage as buying guides and in other work with school library patrons. For those titles too recent to have found their way into standard book selection aids, librarians must rely on the current reviews. Such periodicals as *The Saturday Review*, *The Horn Book*, and the American Library Association *Booklist* regularly review new books for children and young people as they are published. The recency of a book is, however, not the first consideration for a school library. What is needed here is the very best book available; thus it is well to allow time for thoughtful and considered judgment before buying.

The selection of books to fill the needs of the school library clientele and the enormous importance of encouraging boys and girls to want to read is a challenging, yet often disturbing responsibility. It is necessary to adapt the principles of book selection to suit the varying needs of the community, considering its industries, cultural and educational

background, geographical location, recreational and library facilities; yet the basic principles of selection will remain much the same. Books chosen for inclusion in a school library collection should be suitable and worth while for boys and girls to read, helping them to develop desirable attitudes and appreciation. The literary style of books for children and young people should be suitable and effective for the subject matter of the book and for the reader for whom it is intended. Another important factor to consider is the physical format of the book. Books for children and young people should be attractive and of a good quality of paper, print, and binding. Library books which are in keeping with the principles and standards of the various departments of the school should be purchased. Especially is this true in the field of creative arts. Informational books should be accurate and up to date. All illustrations in books should be in keeping with the text of the book and of a good art quality. Occasionally a beautifully illustrated and typographically outstanding edition should be purchased for its aesthetic values.

Generally, books for school libraries can be divided into two types—informational books and recreational books—with most books being useful in both categories. Attractive books of real literary worth should be wisely and carefully chosen to serve both these purposes, providing boys and girls with a wide variety of reading experiences. A well chosen school library collection includes books which create interest in the world around us, providing boys and girls with a true interpretation and understanding of the world today, *a world in which they are vitally interested and of which they form an active part.*

A constant evaluation of any school library collection is necessary. Replacements of worn out books and out-dated books present a definite problem and one

with which school librarians must ever be concerned. In the fields of science, social science, geography and travel, newer books are more in keeping with the present trends and must replace those which no longer conform to the present ideas and findings in that particular area of knowledge. Up-to-date material on occupations is a must. The latest material on personality, etiquette, and related fields should also be provided.

Books are still the basic stock-in-trade of the library. The modern teacher, however, requires innumerable non-book materials—maps, pamphlets, pictures, posters, brochures. Such materials must be selected with the same care and thought devoted to books. Audio-visual materials—films, filmstrips, recordings, and slides—have also found their way into most school libraries. A knowledge of the curriculum will prove most helpful in the choice of these materials. Standard lists of films, filmstrips, recordings, and vertical file material will prove useful.

Investigation and research in the field of reading, the general field of librarianship, child development, education, and all related fields have strong implications for the practicing school librarian. Such studies direct attention to important new trends in these fields, yielding valuable information for those librarians who are daily striving to make school library ideals tangible and significant realities.

The reward of a school librarian is the high privilege of helping initiate children and young people into the pleasures of reading. The emphasis today is upon the services of the school library; but good library service is primarily dependent upon the acquisition, organization, and utilization of a carefully chosen collection of materials. Surely, happy experiences in the school library with access to a choice collection of the best material available will help boys and girls discover for themselves the joys of reading.

THE NEW LOOK

MARJORIE SCHRAMLING, *State Professional Chairman and State Director*



"NEW LOOK!"

Eighteen years ago, Hope Potter, Chairman of the Survey Committee, and members of our Association worked with Dr. C. F. Muncy, Assistant Chief, Division of Research and Statistics of the State Board of Education, on a survey of school libraries in California. They spent many hours in study and conference, and they produced a notable report of their findings. A questionnaire was directed to all secondary school principals in California, with the request that it be completed by the person in charge of the school library. Over 90% of the questionnaires were returned; this made possible a tabulation that revealed a realistic picture of the secondary school library of that day. That report is now a rare item in our libraries, and today the figures are of historical interest only, that's certain.

Many changes have come to the secondary schools of California since 1936. The years have brought increased enrollments, new school buildings, higher costs, and at the same time, oddly enough, often curtailed budgets, and a crucial shortage of professionally trained school librarians. In view of all these changes, it now seems

time to take a "new look" at ourselves. It is important to find out if we have gained ground, or if we have been running hard to stay where we were. The opportunity to view ourselves objectively again was presented to us in a project undertaken by Mary MacWilliam, librarian in the Education Library, San Francisco State College; she asked for our approval and co-operation in a study of library service in the secondary schools of California. Her *fact-finding* study follows essentially the same pattern which our own committee used in its original study in 1936. Because the State Executive Board felt this would be a worth-while sequel to the earlier study, the decision was made last June to approve the study and to co-operate with Miss MacWilliam by urging all of our membership to answer her questionnaires.

The endorsement of the Survey by the California Association of Secondary School Administrators, the State Library, and the State Department of Education has given impetus and authority to the study.

If it served no other purpose, the Survey has been valuable, because it has turned the attention of our administrators to their own school libraries. The questionnaire has given them a picture in black and white of the strengths and weaknesses of their local libraries. Many administrators have taken the time to have a conference with their librarians on the conditions and needs of their libraries. This study has also given all of us a chance to evaluate ourselves and our services, to codify for our own use our resources and procedures, to take time "to think on these things."

A year ago in our *Bulletin*, the work of many members for many months was made tangible in the publication of the *Tentative Standards*. When the facts are

compiled from the Survey we shall have the means of evaluating those *Standards*. We can review our statement of standards and can revise it, if need be, in the light of the findings. We shall know whether they are attainable or whether they are dreams. It is important to know where we are, before we can be sure where we are going!

* * *

Jewel Gardiner, library supervisor and professional librarian of the Sacramento City Unified School District, announced that Dorothy McGee, who is now assistant librarian at the C. K. McClatchy Senior High School, will be transferred in September to the new Peter Lassen junior high school as librarian.

Miss Gardiner further announced that Eleanor Bolton, who has been librarian and fourth grade teacher at Crocker Elementary School, will be transferred to C. K. McClatchy senior high school to fill Miss McGee's place.

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THE INSTRUCTIONAL MATERIALS CENTER

IDA MAY EDWARDS, *Assistant Coordinator,*
Instructional Materials Center, Stanislaus County Schools



AUDIO-VISUAL SECTION—Library and storage area for study prints. Mrs. Ida May Edwards helping teachers select prints.

An Instructional Materials Center in a county schools situation is a centrally housed collection of books and audio-visual media. These collections circulate to contracting school districts. Usually the audio-visual section serves both elementary and secondary schools, while the book collection is distributed to the elementary school districts.

Modern media of communication are closely related and interdependent. To make up a complete curricular program all resources supplement and complement each other. In systems which have decentralized departments for instructional materials the same administrative functions will be performed by two co-ordinators, and certain clerical functions will be duplicated, thus requiring a larger staff. In a unit plan the over-all co-ordination and administration will be delegated to one person. Under the direction of the co-ordinator the responsibilities of administration of the department, the selection, the purchase, and the distribution of all materials are performed with the same personnel. The collection of materials will be housed in one building. Teacher time and energy will be

more effectively employed when they can obtain all materials and consultant service in one center. All listings of materials for teacher use will be classified under subject area in one printed or card catalog. A union catalog will assist the teacher to quickly determine the resources available on any one subject.

Since modern education does not limit learning to textbooks, a wide variety of materials is used for the dissemination of information, the stimulating growth of children in desirable directions, and in helping children clarify and expand their concepts. The child must progress from where he is through his own touching, tasting, seeing, hearing, smelling, feeling and moving.

How will the child be helped to have these experiences? The significant aspects of the curriculum must be developed. The first, is to determine the educational direction; the second, the choice of the potential experiences that will comprise the educational program; and the third, the grade placement where these potential experiences will occur. When the framework of the subject content has been adopted, various media must be developed and tailored to meet the individualized needs and potentialities. Yet, this media should be so structured as to give common basic experiences to the entire group.

What media will the teacher use to reach the individual student with his different needs and abilities most effectively? All types of materials should be used and the most effective tool for a given situation utilized. For one purpose a book may be all that is necessary, yet in most cases, it is only a means of added information. A film may be used as a presentation of a problem or to give

background information. A globe may be required for geographical information, a filmstrip, slide, picture or model to clarify concepts, or realia to give concrete experiences.

The media necessary to provide a well-equipped center will include: supplementary textbook materials; pleasure reading books; professional books for teachers' use; films; filmstrips; slides; the realia, such as objects, specimens and models; graphic materials, study prints; and certain types of audio-visual equipment.

Most equipment, such as projectors, radios, and record players should be owned by each district. If there is a breakdown a temporary loan may be requested from the center. The center's responsibility is to provide only equipment that is infrequently used or to assist the small district, which, because of limited funds, has been unable to acquire needed equipment. Recordings and transcriptions, for the most part, should be owned by the school because of frequency of use and difficulty of distribution. However, there should be an adequate selection at the center for schools to evaluate and for workshops.

How materials are to be evaluated is of utmost importance. In a complete materials center the selection of the media will be made by the co-operative effort of the instructional materials co-ordinators, the elementary and secondary co-ordinators, consultants, principals, and teachers. It may even include lay people who are interested in the needs of the schools. The use of lay personnel is an excellent means of providing closer school-community relationships. This group will analyze the needs, the strengths and weaknesses, of what the center has to supplement the curriculum. It will then survey current literature for new materials, and on basis of need make the choice of the materials to be evaluated. All materials on a particular phase of



CURRICULUM LABORATORY

the curriculum program will be evaluated together, thus resulting in the purchase of the media that will best augment the program. This procedure insures the selection of materials consistent with curriculum development and accomplishes the integration of the media with the course of study.

In selecting the materials which will give substance to the framework careful examination of the media is required. Certain fundamental principles apply to the selection of all book and audio-visual materials. Materials are selected to provide for the interest and needs of the child within the classroom. Factors that will assist in determining the criteria for selection of the media will include: will this media be within the determined educational direction and philosophy; will it insure the continuous progress of the child; will it give the mastery of the skills that increase power; and finally, will it meet the abilities of the learner for whom it is intended?

In the evaluation of audio-visual and book materials there are pertinent factors of appraisal which specifically apply to the item being evaluated before final selection can be made. They are dealt with briefly in this report.

In analyzing and evaluating textbooks there are three main facets: the author's point of view, the content of the book, and the aids or suggestions found within

the book or accompanying manual. What is the author's educational philosophy and how is it reflected in the content of the textbook as a whole. Consideration should be given the educational background of the author and his qualification for writing the book. It is essential that the book be based on research, careful investigation, or, upon extended experimentation. The author's style should be free and easy so that it will not hinder the child's thinking. It should not be too technical yet technical enough to insure the continuous progress of the child. The subject matter should stimulate and develop right attitudes of learning but be within the readiness of the child. Other factors for consideration are the arrangement of the units, balance of major or subsidiary items, the accuracy and reliability of factual data, and the difficulty of the vocabulary and concepts in relation to the age and ability of the child.

The physical characteristics of form, organization, illustrations, technical features, table of contents, indexes, charts and supplementary materials are also measured in determining choice. The mechanical features of the book should be studied in relation to two points. The color and texture of the paper and the size of print should be in harmony with the concept of eye hygiene for the age and grade intended. Secondly, the quality of binding and paper should justify the economic soundness of purchase.

Instructional films are designed for specific teaching purposes. Scientific accuracy in content and treatment is an important essential. The scope and content need to be sufficiently limited to permit adequate treatment of specific concepts, yet broad enough to present an accurate picture of the subject. The concepts should be arranged in the most efficient order to insure proper learning. The format of color, sound effects, narration, photography and study guides should rate satisfactory.

Specific criteria for filmstrips involve a clearly defined sequence, captions large enough to read, clarity of photography or hand-drawn illustrations, the review and suggested follow-up activities and the helpfulness of the manual.

Slides selected should be of excellent quality. The photography has to be clear and sharp with the focus on the main facts. The mechanical factors free from blemishes, smears, blurs and bound substantially.

Each model should be judged in terms of its accuracy and completeness in representing the subject. The important features will be accented. It will be so constructed to allow it to be taken apart and put together again. Removable or cutaway sides should be provided for interior views which are normally covered or otherwise invisible so the child can see and understand how the model works. In order that it may be handled effectively by the child for individual study, the quality of the material should be durable.

Maps differ greatly in quality. In selecting for school use the following points should be considered: reputation and authority of the editor, cartographer, and producer; color values; relationship of scale to make comparisons easy; limited and uncomplicated visual symbols; simplicity of detail; recency and accuracy; projection; and durability of material.

The picture collection for effective use has to be selected most carefully. Technical factors of importance comprise the following items. The size of the picture should be large enough to show detail and small enough to be handled. The print should be judged for its technical and artistic composition. Since pictures give a more lasting impression than verbalization, the authenticity of detail and accurate perspective are paramount factors. It is of utmost value that the main idea emerges clearly and immediately.

The Instructional Materials Center

needs to keep-up-to-date collections of publishers' and producers' catalogs, finding lists and professional journals. These publications will assist with the selection of audio-visual materials. *Educational Film Guide*, and the *Educational Filmstrip Guide*, published monthly and cumulated annually by the H. W. Wilson Company; Falconer's *Filmstrips*; *A Descriptive Index and Users Guide*, published by McGraw-Hill in 1948; and the following magazines: *Audio-Visual Guide*, *Business Screen Education Film Library Association Bulletin*, *Education Screen*, *English Journal*, *Film World* and *A-V World*, *Library Journal*, *Saturday Review*, *Scholastic* (Teacher Edition), and *See and Hear*. These publications will assist with the selection of book materials: ALA Board of Library Service to Children and Young People, compilers, *Subject Index to Children's Plays*, published by ALA in 1940; Arbuthnot, *Children and Books* published by Scott, Foresman and Company in 1947; Durrell and Sullivan, *High Interest Low Vocabulary Booklist*, published by Boston University School of Education in 1952; Eaton, *Treasures for the Taking*, published by Viking Press in 1946; and two American Library Association publications, compiled by Eloise Rue—*Subject Index to Books for Primary Grades* in 1943 and *Subject Index to Books for Intermediate Grades* in 1950; the H. W. Wilson publications—*Book Review Digest* and *Cumulative Book Index*, published monthly and cumulated annually, *The Children's Catalog*, 8th edition, published in 1951 and supplemented annually, and the *Catalog for High School Libraries*, 6th edition, published in 1952, Strang, *Gateway to Readable Books*, published in 1952, and the *Vertical File Service Catalog*, published monthly. Magazines will include: *ALA Booklist*, *Educational Leadership*, *Elementary English Journal*, *English Journal*, *The Horn Book*, *Library Journal*, *NEA Journal* and the *Wilson Bulletin*.



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WHERE DO YOU KEEP THE PICTURES?

HELEN BULLOCK, *Librarian,*

Education Reading Room Division, San Jose State College

"Where may I find a picture of a greyhound? No, not transportation, a dog." "Do you have any pictures of missions? I am working on a unit of California and I need some illustrations." "I am taking observation and next week we will study Navajo Indians. Do you have any pictures?" "I am telling a story about a turtle to a second grade. Are there any turtle pictures in the picture file?" "Where is the picture file and how long may I keep the pictures?"

These and many other inquiries are constantly coming across the desk in the Education Reading Division of the San Jose State College Library. The observers and the student teachers need pictures to help out in a unit of work, to motivate a lesson in reading, or to accelerate a lesson in arithmetic. Students in public speaking rely on the picture collection for material to enliven a speech, physical education majors need pictures on posture, and potential kindergarten teachers look for pictures of toys. In fact the students are too optimistic at times, expecting the file to yield prints far beyond its capacity, such as a picture illustrating honesty.

The picture collection did not spring Phoenix-like overnight, but is the result of growth over a period of many years. Starting with one print, a group of houses seen through a heavy fog, done by some obscure painter, the collection has reached the amazing proportions of some forty thousand pictures. To keep this number constant subject areas are weeded from time to time, mutilated pictures and those no longer useful for class use, discarded.

The selection of pictures is focused around the subject areas of elementary curriculum such as social studies, commu-

nication arts, physical education, English, science and arithmetic. The purpose and the interpretation of each picture is left to the student. Reproduction of art masterpieces and art prints are housed in the Arts division of the library.

The library has various sources from which to assemble a picture file, both flat pictures and charts. These are discarded books and magazines, newspapers and catalogs, travel circulars, announcements of book publishers, postcards, and book jackets. Chambers of commerce often yield excellent material such as animated maps. The picture collection need not be an expensive one but often, too often, the one responsible for this file is tempted to purchase a magazine just for the cover!

Magazines are perhaps the chief source of the picture material. Some useful ones to clip are: *Arizona Highways*, *Fortune*, *House and Garden*, *Ladies Home Journal*, *Life*, *National Geographic*, *Nature Magazine*, *Saturday Evening Post*, *This Week Magazine* (*San Francisco Chronicle*), *Time*, *Newsweek*, *Woman's Home Companion*.

Some sources for charts and pictures:

American Forests Products Industries, Inc.
16 East Forty-eighth St., New York 17,
N. Y. Photographs on forestry, conservation, lumber, etc. Free catalog.

Association of American Railroads. Transportation Building, Washington 6, D.C.
56, 9" x 12" pictures with stories for primary and elementary grades. Free.

Arthur Barr Productions, 1265 Bresee Ave., Pasadena 7, California. *Progressive Study Prints* 8" x 10". Fourteen dollars per set (20 prints). Subjects include *Mission Life*, *Rancho Life*, *The Loom*, *Spinning Wheel*.

Marguerite Brown, 700 West Raymond St., Compton 3, California. Lithographs. Five dollars a set (20 to a set). Sets include *Home Activities, Fire Department, Transportation, Animals, Community Helpers, Police Department, Dairy Farm, Harbor Activities, Post Office, Retail Market, General Farm, Boats and Ships.*

Bristol Myers Company, 630 Fifth Ave., New York 20. Charts. *Teeth.* Free.

Greyhound Information Center, 113 St. Clair Ave., Cleveland 4, Ohio. Chart. *Highway Transportation Parade.* Free.

Informative Classroom Picture Publishers, Grand Rapids 7, Michigan. *Life in Other Lands Library.* Ten units and filing cabinet, \$19.50. Separate units, \$2.50 and \$2.00. Includes Mexico, Australia, Brazil, South America, India, China, Alaska, Russia, Canada and the Hawaiian Islands. Each plate accompanied by a text sheet describing the subject pictured and a pictorial map of the country.

Simon and Schuster, 1230 Sixth Ave., New York. *Pictures From Mother Goose* by Feodor Rojankovslay; the Golden Library. \$2.50 per set. Lithographed in six colors from deep-etched plates: *Jack and Jill, Little Boy Blue, Mary and Her Lamb, Pussy Cat, Tommy Tittle-Mouse, Rain, Rain Go Away, Little Miss Muffet, The Old Woman Who Lived in the Shoe.*

United Air Lines, School and College Service, 5959 South Cicero Ave., Chicago 38, Illinois. 16 pictures on the *History of the Mail.* Free.

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Frebault, Marcelle. *The Picture Collection*. 5th ed. New York, The H. W. Wilson company, 1943. 86 pp.

The headings are placed on the upper left-hand corner of the reverse side of mount for purposes of filing. A card file of subject headings used is kept in a catalog drawer for student use.

Pictures circulate for a period of two weeks and are checked out in a library-made 11½" x 14½" folder, consisting of chip board and wrapping paper. A slip is pasted on the upper flap of the folder,

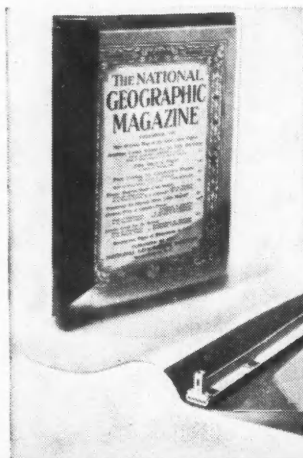
with the date due stamped on it when pictures are drawn out.

Students have free access to the vertical file, architectural size, which houses the pictures. Book jackets arranged alphabetically by author, are kept in envelopes in a separate file. Oversized charts and pictures are kept in a cabinet with staggered partitions.

A picture file is fun to assemble and is most rewarding. Sometimes pictures are collected, but when the time for mounting approaches few are actually added to the file. Pictures at first thought to be suitable are discarded in favor of better ones, and as the librarian continues to collect she becomes more and more "choosy."

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BOOK SELECTION POLICIES AND PROCEDURES IN LOS ANGELES CITY SCHOOLS

ELIZABETH O. WILLIAMS, *Supervisor,
Library and Textbook Division, Division of Instructional Services*

In February, 1953, the Board of Education of the Los Angeles City Schools adopted a Comprehensive Curriculum Policy. In general this Curriculum Policy is based on curriculum practices that have been developed over many years in the Los Angeles City Schools and have become established as working procedures.

Committees of administrators, teachers, and supervisors from all subject fields participated in the study and preparation of this policy. Included are definite statements which serve as a guide for the evaluation and selection of instructional materials, including books and periodicals. Materials of instruction are defined as follows:

"*Materials of Instruction*" are for pupil use. They include textbooks, library materials (such as pamphlets, magazines, and books), magazine sets, audio-visual aids, tests, supplies, and equipment. They are evaluated and selected for purchase, or developed, by representative personnel throughout the school system. If appropriate pupil materials are not available commercially, they may be developed in the same manner as curriculum publications.

The policy recommends:

That the *development* and *selection* of publications and materials involve the participation of many people, through formal committee study and recommendations.

That all curriculum publications and instructional materials be designed to contribute to a greater understanding, appreciation, and development of *American ideals and institutions* and to *effective living*;

That loyal and effective American citizenship continue to be one of the pri-

mary purpose of the entire curriculum, as indicated in *Point of View*:

That current public affairs be included in the curriculum at a level in keeping with the background and maturity of the pupils.

That the schools be provided with a statement of policy on the impartial approach to controversial matters, and that such an approach be stated and reflected in basic courses of study. That materials of instruction include the impartial presentation of various points of view on controversial issues.

That materials of instruction for *pupils* be carefully examined in an attempt to insure that both the content and the authors are in conformity with American ideals and institutions.

That bibliographies for teacher reference be clearly marked for the use of *teachers* rather than pupils, and include a disclaimer to the effect that the listing of references in no way constitutes an endorsement of the author's views.

Protection from thoughtless and careless criticism is guaranteed through the recommendation in the policy:

That *criticisms* of the curriculum, publications, or instructional materials authorized for use in the Los Angeles City Schools which are directed to the attention of the Board of Education be *presented in writing* so that proper consideration and reply can be made. That such statements include specific references to title, author, publisher, and page number of each individual item against which charges are made. That these procedures apply to criticisms of textbooks, library books or materials, magazines, audio-visual aids, courses of study, or instructional guides. That such criticisms, when-

ever referred by the Board of Education to the Superintendent, may be assigned by the Superintendent to a committee of school personnel for study and report. Interested lay citizens may be consulted. Publications or materials of instruction may be discontinued after careful review by staff committees.

The selection of library books is the individual responsibility of the librarian of each school library, with the approval of her administrator. Final screening of all orders, in keeping with the over-all curriculum policy, is done in the office of the Library and Textbook Section. If any title does not meet the requirements of the policy, or for other reasons is not suitable for school library use, a form letter is sent to the school librarian indicating the problem involved and suggesting that she confer with her administrator and the teacher who requested the book and recommend a substitute title if possible.

The following points are listed in the form letter and a check indicates the specific problem involved:

- Does not contribute to the curriculum
- Unsuitable for maturity level of your school
- Mediocre literary quality
- Inaccurate facts
- Unsuitable presentation of sex
- Religious propaganda
- Political propaganda
- Out of date
- Out of print
- Teachers' professional use only
- For further study by committee in conformance with the Board Policy.

To aid the librarian in the selection of books for her school, a committee of 20 to 30 librarians meets with the Head of the Order Department of the Library and Textbook Section in a series of workshops throughout the school year. Members of this committee read and review current books and re-evaluate titles in use in the schools. Four times a year they

prepare an order list which is called the *Combined Book Order*. This list includes current titles and replacement needs and supplements the individual orders prepared by each librarian. Titles about which there is any question or difference of opinion are reviewed by several members of the committee. Recently this committee drew up a statement of *Standards for Library Book Selection*, which is as follows:

This statement has been formulated to make explicit the standards which have consciously or unconsciously guided librarians in the selection of books.

A school library is a specialized library. Its purpose is to supplement the curriculum and to provide for the growth and development of individual interests. To implement this purpose, school library books are selected by trained educators and librarians working together to evaluate books in terms of adequate standards in content, style, spirit, and format.

Books that are acceptable in *content* support school subjects, satisfy and challenge the reading interests of pupils at the maturity level for which they are selected. The facts are up-to-date, accurate, constructive, and unbiased. The interests of minority groups are represented.

To be satisfactory in *style* a library book must have literary quality, and wherever possible the material should be presented with originality and imagination. There can be no substitution for good writing and simplicity.

The lasting impression made by a book comes from its spirit. To be acceptable in *spirit* a book must be true to human nature and experience. It must have power, beauty, and idealism.

Good *format* in library books consists of suitable typography for the reading level at which the books will be used; attractive, durable binding; and artistic, meaningful illustrations.

All of these policies and statements are motivated by the desire to provide

the best available books for boys and girls; books that will foster the development of reading taste and the appreciation of great literature; books that will broaden their understanding of the past and guide them in interpreting the current scene; books that will help them to find the facts, to weigh them with discrimination and to use them with judgment; books that will help them to grow

into mature, thinking men and women, ready to make their own decisions in the ever changing world in which they live.

* * *

SLAC membership is now 579. Southern section has a total of 313 members, which is an increase of 13 per cent over that of 1952-53. Northern section with a total of 266 members has a 12 per cent increase.

LIBRARY AND TEXTBOOK SECTION BOOK EVALUATION

TITLE	AUTHOR	
	AUTHORITY	
	SERIES	DATE
PUBLISHER	PRICE	
NOTE: UNDERLINE OR COMMENT ON ITEMS WHICH APPLY TO THIS BOOK.		
CHIEF VALUE IN INSTRUCTIONAL PROGRAM		
Informational	Recreational	
Does book present an appreciation of	Human Values	
Moral and Spiritual Values	Aesthetic Values	
American Ideals of Democracy		
Illustrations	Style	Index
Fair	Simple	None
Good	Clear	Functional for
Outstanding	Poetic	Grades 3, 4, 5, 6 or
Other remarks		Teacher Reference
Format		
Satisfactory		
Unsatisfactory		
	SIGNATURE	
	POSITION	
	DATE	

CONTENT:	BRIEF ANNOTATION
Objective	Factual
	Accurate
Evidence of propaganda or prejudice,	Used in classroom
On what pages	Grade level
What is it:	Reading level
Children's comments	
Recommendations	Rejection (state reason)
Suitable for grades	
K, 1, 2, 3, 4, 5, 6,	
or Teacher Reference	
Single copies	
Sets: 5, 10, 15, 20	
School deposit or	
Supplementary	

GRADUATE LIBRARY FRATERNITY OFFERS MEMBERSHIP

The members of Beta Phi Mu, the graduate library science honorary fraternity, wish to offer membership in the fraternity to all graduates of accredited library schools who meet the scholastic requirements for admission. These are:

(a) Graduation from a fifth-year professional library science degree course which at the time of graduation was accredited by the American Library Association.

(b) A scholastic average of not less than B+, or the equivalent, in the courses offered for the professional library science degree.

Anyone who believes he is eligible for admission and would be interested in being elected to membership in the fraternity should write to Harold Lancour, executive secretary, Beta Phi Mu, University of Illinois Library School, Urbana, Illinois, indicating your library school and date of receiving degree.

BOOK REVIEWING IN THE ELEMENTARY AND JUNIOR HIGH SCHOOLS, LONG BEACH, CALIFORNIA

IRENE POLLARD, *Librarian, Longfellow Elementary School*

BETTINA LEONARD, *Librarian, Twain Elementary School*

MARY JEAN TUSHA, *Librarian, Roosevelt and Stevenson Elementary Schools*

We need books, books, books! That is the cry of the school librarians in Long Beach. Not because they haven't books, but because they are always waiting to get more in order to help satisfy the growing demands of the school libraries.

Before books can nonchalantly arrive on the shelves in the school libraries they must go through a process in which all librarians share some part.

Every month there is a book review meeting. Before this meeting books have been distributed to the librarians so that they may make a written critical analysis as to the contents, style of writing, its format, and its suitability with the curriculum.

At the monthly review meetings two mimeographed sheets of all books that were reviewed are given to each librarian and at this meeting an oral review takes place. These mimeographed sheets contain not only the books to be reviewed but often lists of new editions and series, current pamphlets, government bulletins, a few maps and some pictorial material that are appropriate for use in the elementary and secondary segments. At the end of the mimeographed sheet is a list of books "not approved." One of these lists of reviewed books is kept in the librarian's school file; the other copy serves as a purchase order and is sent to the central catalog and order office.

In the interim between the librarian's written review and the book review meeting there is a meeting of the Book Committee. The personnel of this committee is chosen by the Supervisor of Library Service, Lois Fannin. It consists of Miss Fannin, two representatives from the junior high school and three from the elementary schools. The work of the

committee is to examine all the new books after they have been reviewed by the librarians. If a librarian is uncertain in her review of a book, two members of the Book Committee read it and also evaluate its usefulness. The committee, too, checks to see whether it agrees with the reviews already given. Should the committee reverse the decision of the librarian who originally reviewed the book, then the librarian is notified by the supervisor before the next book review meeting.

There is a definite feeling of democracy in all this procedure because any librarian may feel free to ask to have titles reconsidered.

The Book Committee also revises every few years the basic purchase list for junior high and elementary schools by adding titles from current book lists and deleting titles no longer desirable.

Besides the monthly list of books there are specialized lists which augment the current book collection. They are as follows:

First, the Easy book reading material is made up for the most part of readers used by the primary grades. This list is compiled once a year and an oral review meeting is held.

Second, the Reinforced Bindery List, from which the librarian can supplement or replace titles in her book collection, includes to a great extent older books that have been popular.

Third, the Annuals and Continuations list includes for each grade segment the guides, yearbooks, encyclopedias, catalogs, and dictionaries.

Replacements and additions of older titles are ordered three times a year by the elementary and junior high school

librarians. Most librarians keep a card file of titles they wish to consider for the next general order. Ideas for this file come from many sources: discarded titles that warrant replacement, suggestions of teachers, re-evaluation of past monthly book list titles, the *Children's Catalog* and unit bibliographies, suggested titles from the children's department of the public library, and the review file and union shelf list in the catalog and order office in the Board of Education Building.

These monthly lists, replacement orders, Annuals and Continuations purchases, reinforced and reader lists, assist the librarians to meet the needs of their schools for both recreational and instructional materials.

* * *

Mr. Frederick M. Stephen joined the staff of San Jose State College as order librarian January 1, 1954. Mr. Stephen was formerly the Librarian of Washoe County Library in Reno, Nevada.

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A TAX-EXEMPT ITEM

MADIE I. HOLTY, *Vice-President,*
SLAC, Southern Section

The main responsibility of the vice-president of the School Library Association of California, southern section, is the administration of the Memorial Scholarship Loan Fund, established several years ago to provide financial assistance to beginning library students. To date, that sum is \$574.00, and has never been used. It is hoped that if the total sum could be increased to \$1000.00 there would be a greater incentive for the committee to attempt to reach the students who might be interested.

The first step in that direction is to ask for voluntary contributions from SLAC members, which may be mailed to me at 251 Osgood Avenue, Long Beach, or given to me at one of the meetings. Any contribution, however small, will be welcome and will add to the size of the fund.

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Valley Library Bindery

Fresno, California

Golden Gate District, CLA Meets in Richmond, 20 March 1954

School librarians, as well as librarians in public and university libraries, will be interested in the Golden Gate District meeting of the California Library Association scheduled for Richmond on Saturday, 20 March. The morning sessions will consist of a scheduled series of demonstrations of reproducing and audio-visual equipment arranged by William R. Hawken, head of the University of California Library Photographic Service, and Irving Lieberman, of the University's School of Librarianship. Apparatus demonstrated will include "Verifax," "Xerox," microfilm and record print, "Contoura," tape recorder, "Vu Graph," opaque projector, film strip and slide projector, and 16mm movie projector.

The luncheon meeting will include talks by the CLA President Edwin Castagna, and by the State Librarian Mrs. Carma Zimmerman, and will feature a live demonstration of a radio bookreviewing program by Mr. and Mrs. L. E. Bartlett, whose radio program sponsored by the public libraries of this area, is scheduled to start on KCBS soon.

The afternoon meeting, centered around the subject of costs and values of libraries and their services, will be titled "Libraries, Librarians, and Dollars." Phases of this topic related to lending of books will be covered by Rocco Crachi, head of the Loan Department, University of California; reference by Mrs. Elizabeth Roth, of Standard Oil; school libraries by DeVore Watt of Albany High School; children's libraries by Leone Garvey, Berkeley Public Library; and problems of financing the public library by Laurence Clarke, librarian of the San Francisco Public Library.

* * *

The School of Librarianship on the Berkeley campus, University of California, will offer courses during both summer sessions of 1954, from June 21 to September 11, according to Dean J. Per-

iam Danton. In the first session, Jessie E. Boyd, lecturer in school administration and director of school libraries, Oakland Public Schools, will teach a course in School Library Administration. A course dealing with special problems in classification and cataloging will be given by Anne E. Markley, associate professor in the School of Librarianship. Two courses for beginning students—Communication, and Acquisition and Selection of Library Materials—will be offered by Dr. LeRoy C. Merritt, professor of librarianship. Any two of the above courses comprise a full graduate summer session program totaling four units.

During the second summer session, from August 2 to September 11, Louis D. Sass, assistant professor of librarianship, will give an intensive course in Bibliography and Reference, representing a full graduate program in itself.

First-year students may register for either or both summer sessions, completing the full requirements for the B.L.S. degree in three summers.

CHILDREN'S LIBRARIAN FELLOWSHIPS

The California Congress of Parents and Teachers, through its Committee on Student Loans, Scholarships and Fellowships, has provided funds for two Children's Librarian Fellowships of \$1,000 each for 1954-55. This is a continuation of the fellowship awards, first made last year, for the encouragement of library work with children and youth. While the recipients of the awards are not limited to Californians, the successful applicants must agree to spend two years following graduation in library work with children and young people in California.

One fellowship has been assigned to each of the two library schools in California accredited by the ALA, the University of Southern California, and the University of California at Berkeley. Applications should be addressed to the Dean of the School.

THE TEACHERS' PROFESSIONAL LIBRARY, SAN FRANCISCO

EDITH BOND, *Reference Librarian*
Bureau of Texts and Libraries, San Francisco

The tens of thousands of students in the San Francisco schools have thousands of teachers—nearly four thousand, in addition to supervisors, directors, co-ordinators, associate and assistant superintendents, the superintendent and the members of the Board of Education—all working, either independently or with committees, to plan their education.

To help these students, through their teachers, the Teachers' Professional Library, maintained by the Board of Education as a part of the Bureau of Texts and Libraries, is a source for current educational materials for the faculty, the administrative staff, and the community.

The schools which the professional library serves represent every educational level from nursery school through junior college and the adult schools. The age range is from birth to death—starting with courses on infant care for parents and ending with adult classes at the Senior Citizens Center and the Laguna Honda Home for the Aged. Enrollments are likewise varied: several of the high schools have more than 2000 students, the junior college has nearly 5000, and the "little red school house" on Treasure Island has an average enrollment of sixteen!

Some of the teachers work at home with the physically, mentally, and socially handicapped children who cannot attend school, but who are not ill enough to be in hospitals; still others teach the sick children in hospitals, or instruct the handicapped (the deaf, the crippled, the mentally retarded, etc) in special schools or classes. Teachers who are counselors are assigned to the California Department of Employment as advisers in helping youth secure jobs. The Child Guidance Services, with psychologists and psychi-

atric social workers, helps teachers and principals with the children and parents who seek professional assistance. Special classes are held at the Youth Guidance Center of the Juvenile Court where children under the custody of the Court are living. At Log Cabin Ranch boys who have had difficulty with the law are being educated and rehabilitated.

This year 81,772 pupils are enrolled in the San Francisco school system, in the more than one hundred elementary schools, eleven junior high schools, the John O'Connell Vocational High School and Technical Institute, the eight senior high schools, and the junior college. Only a small percentage are enrolled in the special services, schools and classes mentioned in the preceding paragraphs. Some of the children, and many much younger ones not included in the above figures, are among the nearly 1300 children in the thirty-three nursery schools and child care centers. Many thousands of additional students attend adult classes.

In this "big business" of education in San Francisco, the Teachers' Professional Library provides the printed materials and information the teachers and administrators need for solving problems in the classroom and in administrative workshops; in committees working on curriculum, on standards for textbook adoptions, on better methods for successful faculty meetings, etc.; and in individual reading. The hundreds of teachers and administrators taking courses for advanced degrees and additional credentials use the library as a "school library" to supplement textbooks in their courses. It is also a reference library for San Francisco citizens interested in educational subjects.

For the library to function most effec-

tively, the librarian must be aware of curriculum trends, subjects currently being emphasized in study groups, projects of the PTA, the topics for teachers' dissertations and term papers—in short the whole field of education.

The collection, now over 20,000 volumes, consists primarily of educational books and pamphlets on current practices; books in the related fields of educational sociology; child growth and development; psychology; and special books in the subject fields such as art and music, which are too expensive for the school libraries to buy. These books may be borrowed from the Professional Library for class use by the teachers. The Professional Library also contains a special collection of more than 5000 textbooks that have been deposited by the publishers for examination by committees and individuals working on textbook adoptions or special assignments. In addition, there is a wide selection of instructional aids which include courses of study from other school systems, government publications from the U.S. Office of Education, the Children's Bureau, the Labor Department, the Census Bureau, and the California State Department of Education; publications of the NEA, the CTA, the American Council on Education, and all of their sections. The current periodical list contains 298 titles, 174 of which are bound since most of them are indexed in the *Education Index*, *Psychological Abstracts*, or the *Readers' Guide*. The Professional Library serves as a depository for the historical collection of the publications of the San Francisco Public Schools—the earliest is dated 1863—and it has several hundred titles on San Francisco and California. If space and funds permitted, it would be advisable to have current books of a cultural nature in other fields since the accessibility of such books would help broaden the backgrounds of many teachers.

The legal basis for the library may be

found in the *California Education Code*, 1953, which provides in section 13322: "The superintendent of schools of each county or city and county may establish a county teachers' library and spend from the unapportioned county elementary and high school funds such amounts as are necessary for the purchase of books therefor and for the payment of the necessary expenses of maintenance thereof. The cost of the books and the expenses of the maintenance of the county teachers' library are a legitimate charge against the unapportioned county elementary and high school funds." As long ago as 1870, we had 1500 volumes!

The librarian works with administrators, teachers and committees on various problems. From these committees and from individuals come suggestions for additional purchases or for duplication of titles for in-service courses and committee work. It is the policy of the Professional Library to buy all the basic books in education from the major publishers as soon as publication is announced, and as many of the books published by smaller companies as seem of value from the reviews. Books in the special subject fields such as art, music, home economics, industrial and vocational education, are purchased upon recommendation by the supervisor or director in charge. Suggestions from teachers are welcomed, and bibliographies from courses are frequently checked to fill in lacks in the collection. Book reviews in the magazines of the Professional Library are checked for purchase suggestions, as well as the state and federal publications listed in monthly checklists published by the Library of Congress and the U.S. Government Printing Office. The *Vertical File* and the *Educational Index* are checked for pamphlet and course of study suggestions; special bibliographies published by the NEA and other educational organizations are purchased and used as buying guides.

In order to make the use of the library as easy as possible for the teachers, the library gives delivery service to schools where a library co-ordinator has been appointed by the principal. This means that twice a week in the elementary schools and three times a week in the secondary schools, books requested by the co-ordinator are delivered to the school. These may be returned in the same manner. If a school is having faculty or PTA meetings on a special subject, the librarian will make a selection of books for use at that meeting and send it out on the delivery service. Frequently, the *San Francisco Public Schools Bulletin* issued by the Superintendent publishes annotated lists, prepared by the library, to aid in the choice of books requested.

Perhaps the final clue to the use of the library and the variety of educational services it gives may be shown by a sampling of some of the reference questions received recently. A nursery school teacher, working for an additional credential, gathered information for a paper on school activities for four-year-olds. An elementary principal, in charge of a workshop of California elementary administrators, wanted materials for the improvement of staff morale. An executive of the Standard Oil Company, who was preparing a speech on "Industry and Public Education," called his librarian. She called the Teachers' Professional Library, and, on inter-library loan, he was able to use books presenting the educator's approach to community relations. An assistant superintendent in the central office was talking at a meeting of heads of various industries on "The Marginal Responsibilities of an Executive." For several weeks he worked with the librarian getting background material and different approaches to the question. Earlier this year he discussed with a bay area planning council on mobilization in the event of total war the role of education in

manpower mobilization. For this question the library borrowed books and pamphlets from other special libraries to supplement the material available in the library. Another administrator asked for any articles or information available on sophomore and senior goals classes being taught at the present time in other cities in California for use in a presentation to the Board of Education. An elementary in-service class in language arts spent several class periods evaluating the sample text collection of readers for social studies content. A parent, concerned with the growing criticism of the schools, sought articles to use in a discussion group. A teacher from another county examined textbooks in biology in order to make suggestions for purchase for his own school.

In one afternoon the following people used the library: An adult student planning to write a textbook on government spent some time examining books for vocabulary level; an elementary teacher wanted to look at courses of study and books to help him introduce a unit on "Neighbors to the North"; two new probationary teachers asked to see the San Francisco courses of study; a substitute teacher, planning to take the examinations for a permanent position, came to the library to brush up on his educational philosophy; a music teacher, not in the public schools, found several books which she planned to purchase on teaching English to foreigners.

These are only samples, chosen to show that in this library, as in any other, the book selection is governed by the clientele and the type of question upon which information is needed. The librarian must try to anticipate trends, to buy up-to-date material, and to be aware of what is happening within her school system, and in the field of education so that the needs of the users may be met as quickly and as satisfactorily as possible.

**San Jose State College Offers
Six Courses of Interest to Librarians**

The Department of Librarianship at San Jose State College will offer six courses of special interest to school librarians, from June 28 to August 6. Miss Geraldine Ferring of the Bureau of Texts and Libraries, San Francisco, will teach courses in School Library Administration, Book Selection for School Libraries, and the Library and School Relationships. Members of the regular librarianship faculty will offer courses in Elementary Cataloging, Elementary Reference, and History of Books and Libraries.

Summer Session courses are so arranged that students may complete the work for the librarianship credential in four consecutive summer sessions. For further details write to Miss Dora Smith, Head, Department of Librarianship.

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THE SELECTION OF MATERIALS IN THE OAKLAND PUBLIC SCHOOLS REPRESENTS WIDE PARTICIPATION

JESSIE BOYD, *Director of Libraries, Oakland Public Schools*

If one were to visit the Teachers' Professional Library in Oakland almost any afternoon in the fall or spring, one might see an entire elementary school faculty or a group of teachers examining the colorful display of approved library books. A model collection representing the books on the approved elementary library book lists is permanently shelved near the tables where the latest approved books are attractively displayed. These books represent the thoughtful selections of an elementary library book evaluation committee composed of teachers, elementary assistants, teacher-librarians, supervisors, principals, the director of elementary education and the director of libraries.

The elementary library book evaluation committee meets on designated Friday mornings during school time and substitutes are provided for the teachers and teacher-librarians. All books are read from cover to cover and are orally presented by committee members. Evaluation cards are filled out with consideration for literary merit and style, usefulness and format. Annual lists of approved titles are then compiled with annotations for each book on content, possible use, reading and interest levels.

From time to time individual titles are subjected to critical scrutiny, the lists are accumulated, revised, and brought up-to-date, new editions are cited and out-of-print titles are eliminated as well as books of ephemeral interest. Suggestions for the addition of new titles to the display list are often submitted by teachers and others who are not on the committee. To augment the supply of new trade books, the supervisors of general elementary education spend a day or two each semester at local book shops sifting out additional acceptable books for review.

When book ordering time occurs each

semester, all teachers are encouraged to participate in the ordering of books. That means that the elementary school faculties examine their present collections, study the lists and their needs and then go as a faculty or as a committee to the Teachers' Professional Library to select their suggestions for purchase from the approved books on display.

Supplementary texts and readers are evaluated and selected by the elementary textbook evaluation committee, which is similar to the library committee. To coordinate the work of the two committees, the director of elementary education and the director of libraries serve on both committees and act as co-chairmen with elementary principals. Each year a revised list of basic text and supplementary materials is issued. This in turn becomes an order list which is sent to the Purchasing Department, after being checked by the supervisors of elementary education. Suggestions for ordering, long term planning, and annotations for all titles accompany the order lists. All books on the textbook list are on display near the approved library books, so that teachers, principals and elementary assistants may examine and evaluate their purchases before ordering. To present the whole picture of all printed materials for elementary school use, a collection of text materials provided by the state is also on display. This permanent display of available approved materials has been of inestimable value to teachers.

Encyclopedias, reference books and magazines are evaluated jointly by both committees. An annotated list of approved magazines, with suggestions for their use, is revised and issued annually.

Membership on the two book evaluating committees is considered a rich experience. To make wider participation

possible in the future it is planned to rotate membership of the committees.

On the secondary level, the selection of library books, text and supplementary books is the work of committees appointed each year. Library or trade books, as they are received in the office of the director of libraries, are sent to the librarians of the junior and senior high schools for review. Teachers and students are enlisted in the reading and evaluating of these books. Upon finishing the reading of the books and filling out the evaluation cards, the books and cards are returned to the office of the director of libraries and then are sent to a second school. All books are read twice and controversial books of merit may be read by additional people before a decision is made. A committee of junior high school librarians and a committee of senior high school librarians meets at intervals to discuss the evaluations and to select the titles for the approved lists. The books are then put on display in the Teachers' Professional Library.

Texts and supplementary books for the secondary schools are selected by special committees appointed for one year to review and evaluate the latest texts in their respective subject fields. Each year in the spring, the director of secondary education and the subject supervisors study the needs of their departments. Committees are appointed and work begins on the compilation of necessary criteria to be used in the selection of the texts. The director of libraries sends notices to the publishers designating the areas to be considered, outlining the criteria for each subject and listing committee members and their available conference periods. Publishers then send review copies to committee members and later in the fall semester at designated times, publishers may have half-hour interviews. Frequent committee meetings to discuss the texts which have been submitted are held. Final decisions are made in Decem-

ber and are submitted to the superintendent and the Board of Education in January. Final adoption notices are sent in February by the superintendent to the publishers who have submitted books. The newly selected titles are then placed on the approved list of text and supplementary text books. These lists then become order lists. In addition to the textbooks sent to committee members, the Teachers' Professional Library receives from many publishers two sample copies of their latest texts and supplementary materials. These are cataloged, classified and processed, so that the curriculum committees and individual teachers can see the latest materials in their subject fields. Provision for trying out new titles before adopting them is also provided.

Magazines for the secondary schools, which appear on the textbook list are selected by subject supervisors and teacher committees. Magazines for library use are selected by the secondary school librarians working with teachers. Each year a meeting of secondary school librarians is held with the director of libraries to evaluate and discuss the current lists of magazines. Changing editorial policies necessitate frequent evaluation. Suitability of content, the nature of advertisements, student interests and reading levels are considered.

Encyclopedias, atlases and general reference books are reviewed and discussed. Committees of secondary school librarians compile and revise basic lists of reference books for each of the junior and senior high school levels. New editions of encyclopedias and reference books are purchased centrally at regular intervals out of unapportioned secondary library funds. File sets of the latest editions of encyclopedias also are on display in the Teachers' Professional Library, where not only librarians, teachers, curriculum committees but also parents and Parent-Teacher Association members may examine them for home or school purchase.

Extensive participation in the selection and ordering increases interest in the effective use of all books and libraries and at the same time guarantees the best use of each individual school's budget.

BOOKS ON EXHIBIT

Mrs. Bertha D. Hellum, field librarian, California State Library, has sent the following information concerning *Books on Exhibit*: "There are two sets of the exhibit in California; one is routed by Mr. George Roehr, State Department of Education, to county school superintendents' offices. The other set is housed in the California State Library when not requested by city or county libraries. The exhibit is available upon request of any librarian or teacher, or any professional educator's group. The State Library will send the exhibit prepaid, requesting that the return be made prepaid by the user of the exhibit." Copies of the catalog of the *Books on Exhibit* are available, gratis, from the State Library.

Library and Text Book

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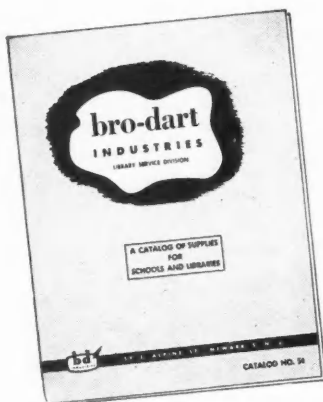
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